

ECTA Center
The Early Childhood Technical Assistance Center


Using Data For Coaching and Practice Change!

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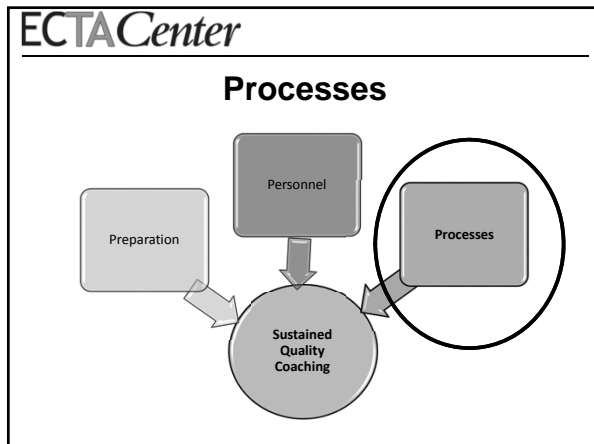
DaSY Conference, New Orleans, LA



During This Discussion ²

We will:

- Discuss key ideas for using data to help inform decisions about PD and PBC
- Present how data systems were developed and used to support coaching to fidelity within the context of the Reaching Potential through Recommended Practice (RP²)
- Present sample data from RP² work in NJ and discuss how the data can inform decisions about PD and PBC



Data-based Vs. Data-driven
Decision Making

- Who is “driving”?
- Not the data!
- Team is the driver in data-based decision making
- Team is using data as information to “fuel” decisions



Digging Into Data

- | <u>Data level:</u> | | <u>What do the data tell us?</u> |
|--------------------|---|--|
| • State | ➔ | How are we doing overall? |
| • Districts | ➔ | How are sites or programs doing (look for patterns)? |
| • Programs | ➔ | How are teachers and children doing? |

Overarching Questions To Consider

- Is what we are doing with PD and PBC making enough of a difference to support implementation of effective teaching practices and attainment of school readiness goals?
- Are we implementing PD and PBC as intended?
- What other implementation supports will be needed to support implementation of effective teaching practices and attainment of school readiness goals? (Link to 3Ps)

Implementation Notes

- What data do you have related to school readiness goals that could help inform decisions about PD and PBC?
- What data do you have related to effective teaching practices that could help inform decisions about PD and PBC?
- What data do you have related to whether you implemented PD and PBC as intended?

RP² Data-Based Decision-Making

Program Implementation

- RP²: Program Benchmarks of Quality for Home Visiting Programs
- RP²: Program Benchmarks of Quality for Classroom
- RP² Internal Coaching Log

Practice Implementation

- Recommended Practices Observation Scale – Home Visiting (RP² OS-HV)
- Recommended Practices Observation Scale – Classroom (RP² OS-C)

Child Outcome

- Child Engagement Scale (Dunst & Trivette, 2014) – HV
- STARE: Scale for Teacher Assessment of Routine Engagement (McWilliam, 2011) - Classroom

Benchmarks of Quality: Program-Wide

ECTA Center SCALES	
Reaching Potential through Recommended Practices (RP ²) Benchmarks of Quality for Home-Visiting Programs ¹	
Carol Trivette and Ellen Jones	
Program Name: _____	Location: _____ Date: _____
Team Members: _____	
Critical Elements	Implementation
Leadership Team	1. Team has formal representation that will include a parent, and a member of the program's leadership team (e.g., director or supervisor).
	2. Team has administrative support. Administrative support includes providing financial support for the implementation of the program, providing staff and professional development opportunities, and providing transportation for program staff.
	3. Team has regular meetings. Team meets monthly for a minimum of 1 hour. Team meets and addresses program goals and needs.
	4. Team has established a clear mission statement. The team purpose or mission statement is clearly defined and is shared with all staff in the program.

ECTA Center SCALES		
Reaching Potential through Recommended Practices (RP ²) Benchmarks of Quality for Classroom-Based Programs ¹		
Denise Dwyer and Lisa Fox		
Program Name: _____	Location: _____ Date: _____	
Team Members: _____		
Critical Elements	Implementation Components	Check this
Leadership Team	1. Team has formal representation that includes at a minimum an administrator, a teacher, and a member who will serve as an external coach. Other team members might include a parent, a teaching assistant, related service personnel, and other program personnel.	<input type="checkbox"/>
	2. Team has administrative support. Administrative support includes providing financial support for the program, providing staff and professional development opportunities, and providing transportation for program staff.	<input type="checkbox"/>
	3. Team has regular meetings. Team meetings are scheduled at least 1 hour monthly for a minimum of 1 hour. Team members attendance is consistent. Team meetings include program goals and other topics to discuss.	<input type="checkbox"/>
	4. Team has established a clear mission statement related to high-quality implementation. The team purpose or mission statement is clearly defined and is shared with all staff in the program.	<input type="checkbox"/>

**Data-Based Decision Making:
Practitioner Fidelity**

- **Reaching Potentials through Recommended Practices Observation Scale –(RP² OS-C; RP²OS-HV)**
 - Observe the Recommended Practices a practitioner is using across 4 Key Categories (Environments, Families, Instruction & Interaction)
 - Completed by the Internal Coach semi-annually
 - Growth in Implementation Fidelity by practitioners and across practitioners

Practitioner Observation Scales

ECDCenter SCALES

Reaching Potentials through Recommended Practices Observation Scale – Classrooms (RP² OS-C)

ECDCenter SCALES

Reaching Potentials with Recommended Practices Observation Scale – Home Visiting (RP OS-HV)

ECDCenter SCALES

ECDCenter SCALES

Child Engagement as an Outcome

- **Child Engagement Scale (Dunst & Trivette, 2014)**
 - Used by Home Visitors
- **STARE: Scale for Teacher Assessment of Routine Engagement (McWilliam, 2011)**
 - Used in Classrooms

How is Data Used in Coaching?


- Overview of PBC.
- Utilization of data tools and data with each component of PBC.

Look	Think	Act
What do we see?	What are the data showing? What influences these data?	What should the action be?

Look, Think, Act Tip Sheets available via download

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Overview of PBC



- Resource on PBC are available on the National Center for Quality Teaching and Learning website
- Data can (and should be) used in each of these components of PBC

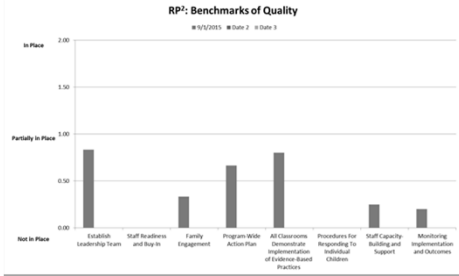
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Collaborative Partnership



- Data can be used during the development of the Collaborative Partnership
 - Help to build buy-in
 - Support collaborative nature of PBC
- Program Benchmarks of Quality (BOQ)
- Internal Coach Log

Using the BOQ in Building your Partnership



- What stands out?
- What would be a likely topic of discussion around Program Level Implementation?

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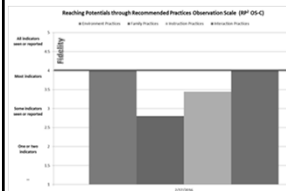
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Shared Goals and Action Planning

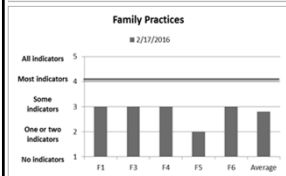
- Data used to assess fidelity implementation of Recommended Practices and prioritize shared goals
- Data Measures
 - RP² Self Assessment
 - RP² Observation Scale (classrooms or home visiting)
 - Engagement Data



Sample RP² OS Data




- What is the data saying, how can this information be discussed to identify Shared Goals?



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Focused Observation



- Data collection can (should) occur during this time around implementation and child engagement
- Data Measures
 - RP² OS
 - Engagement data
 - Data related to fidelity implementation of a specific strategy (5:1 ratio)


Data Collection

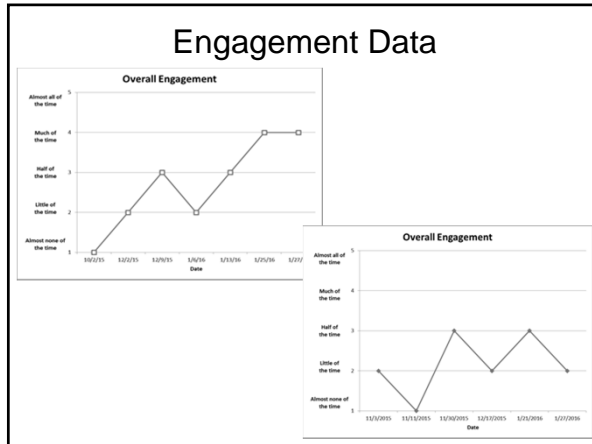
- Focused on specific times, specific activities/routines and/or specific strategies
- Focused on a specific child.

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Reflection and Feedback

- Data is reviewed and discussed between the Coach and Coachee
- Data Measures
 - RP² OS
 - Engagement Data
 - Data related to fidelity implementation of a strategy or practice (5:1 ratio)

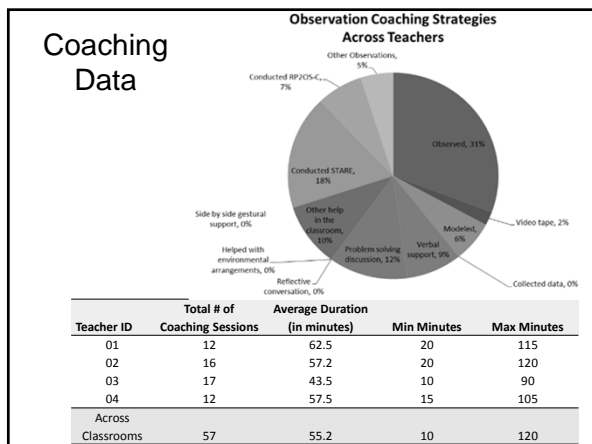




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Assessing the Overall Impact of Coaching

- Data are used to assess practice change at multiple levels
 - Teacher/Classroom
 - Program Wide
- Data are used to assess the investment needed to produce the practice change
 - BOQ
 - Internal Coaching Logs



The State and Data

- How might these data be used by the state?
 - Growth in fidelity of practices (RP²-OS) - **Outcome**
 - Growth in fidelity of program-wide implementation (Program BOQ) - **Outcome**
 - Linking fidelity status with other measures collected by the state - **Outcome**
 - Effort of internal coaching to move practitioners to fidelity – **Decision-making**

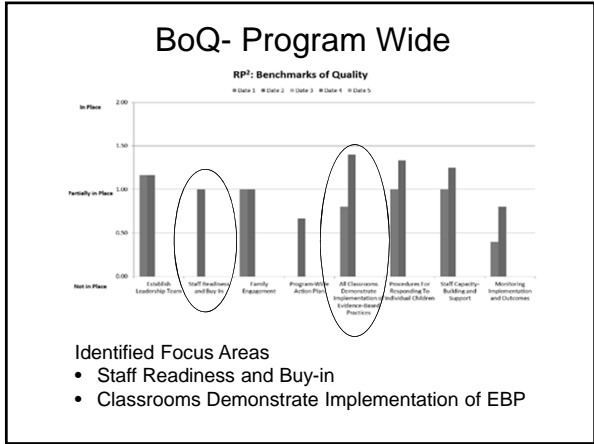
New Jersey and RP²

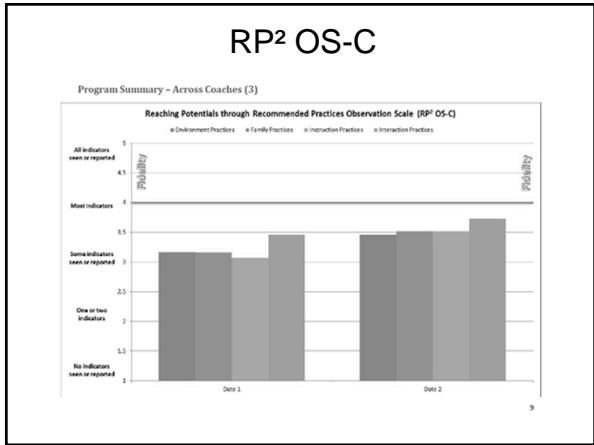
- Fourth state to work with ECTA in RP² implementation
- Five districts in year one, adding six more
- Build capacity at the state level in order to sustain the infrastructure of support to districts

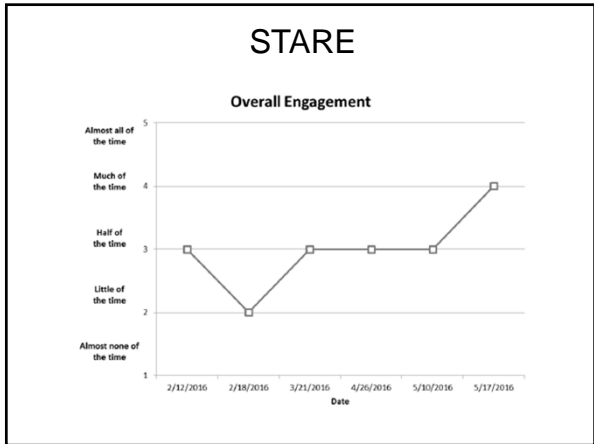
Recommended Practices

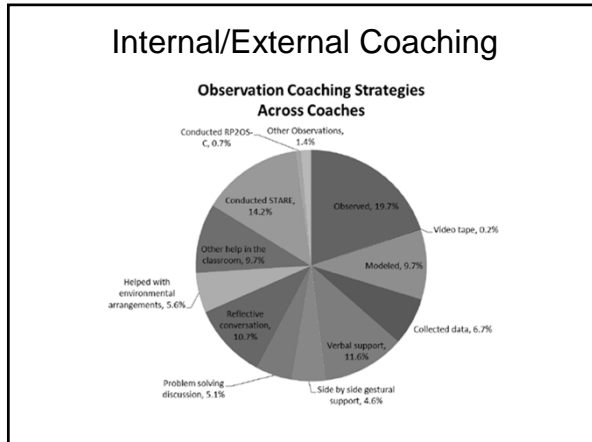
ENGAGEMENT

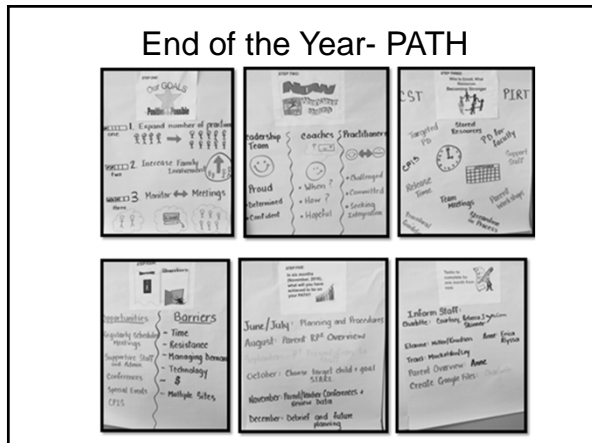
- Leadership
- Assessment
- Environment**
- Family
- Instruction
- Interaction
- Teaming and Collaboration
- Transition











- ### Implications for NJ
- Master Teacher coaching role already in place, serves as internal coach for RP²
 - Practice Based Coaching series changed to face to face PD to meet the needs of the internal coaches
 - Continue to target districts who have Master Teachers, but will expand the Practitioner training to additional groups within the state as it was successful!
 - Possibility of NJ utilizing the PBC framework for Master Teacher's coaching responsibilities
